



Tuntable Creek Public School

Annual Report



2016



3283

Introduction

The Annual Report for **2016** is provided to the community of **Tuntble Creek Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Tuntabale Creek Public School we serve parents and students by actively engaging students in learning experiences that are challenging, meaningful and supportive to help them achieve knowledge, skills and attitudes necessary for achieving their full potential. By doing this we help our school achieve excellence in education for every student, every day. Our vision for Tuntabale Creek Public School is to create a supportive learning environment that provides opportunity, excellence and success with high expectations that every student will learn and achieve. Through quality teaching that incorporates creative technology, meaningful and differentiated learning programs, we will continually improve the school's ability to meet the needs of all students, to make a difference and function successfully in society. Tuntabale Creek Public School is committed to actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Tuntabale Creek Public School will be seen as a strong, committed school that strives for excellence and makes a difference in everything, demonstrating respect and understanding for all.

School context

Our school motto is 'Making a Difference'. Tuntabale Creek Public School has a proud tradition of excellence and has been meeting the community and educational needs of students in the Far North Coast for 93 years. We are a member of the Big Scrub Community of Schools group which comprises twelve P5 and P6 local schools and also a member of the Rivers P-12 College. We are committed to sustaining a positive, caring and inclusive school culture. Students and staff work in a supportive environment with a focus on quality teaching and a priority of achieving high levels of attainment for all students. Parents and the local community are committed to supporting the work of the school. Our school is a KidsMatter school and is also aligned with the Stephanie Alexander Kitchen Garden program. Our student well-being program is based on 'You Can Do It!' – a positive behaviour program that provides students with social and emotional skills and attitudes to be successful in everyday life. In 2014, our school received funding through the NRMA Insurance Community Grants program to support our joint community program "Protecting Endangered Frog Species– The Giant Barred Frog." This project is ongoing as we seek to impart the importance of community and environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Our focus on making learning visible, has led to students taking more responsibility for their ongoing learning by understanding how to effectively reflect on themselves as learners.

Individual learning is supported by continual refining of programs and as a response to students understanding their level of learning and progress. Students have strategies in place to recognise and ask for guidance and support. The student-led conferences with parents and teachers has provided parents with ways to support their students as they progress through education. Parents are beginning to have a better understanding of what their children are learning.

Teaching

Teachers are committed to implementing the most effective teaching methods using professional development around evidence-based teaching strategies. Teachers are regularly reviewing learning with each student, with a strong focus on literacy and numeracy, to improve learning outcomes. Assessment is used regularly to help monitor student learning progress and adjust programs as required.

The Community of Schools days are a valuable source for teachers and principals to work collaboratively together to improve student outcomes.

Staff demonstrate personal responsibility for maintaining and developing their professional standards.

Leading

We continue to work in partnerships with external agencies to improve educational outcomes. Tuntabul Creek Landcare has a strong relationship with the school and community on joint projects.

We recognise the need to use evidence-based strategies and monitor and review our school plan to deliver quality outcomes for all students, to use feedback constructively to improve professional effectiveness of all school members.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Relationships

Purpose

To build positive relationships and strong partnerships, between parents, students, staff and community to enhance student learning and well-being .To construct relevant learning experiences that connect with the world beyond school. Quality Relationships are used to strengthen knowledge, nurture, facilitate and develop critical thinking skills to produce good citizens that are informed and engaged.

Overall summary of progress

We have positive collaboration with our Community of Schools group, providing many learning experiences for staff and students alike. Our partnerships continue to strengthen between schools, our own community and the wider community. Students demonstrate strong leadership skills as they share their knowledge and ideas with others.

The staff professional days held every Term for Infantry, Principals and other teachers continue to be rewarding. Staff and leaders are collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision-making.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% Parent feedback affirming the school's strategic directions and processes in relation to the delivery of quality learning experiences	The major difference that has become obvious to all staff, parents and students, are the positive mindsets students are demonstrating.	Community of Schools – Primary and Secondary Evidence-based learning programs,including Visible Learning Professional Development for staff.
All students, staff and parents actively engage in and support the school's educational priorities through community partnerships and learning opportunities	Students have been involved in a variety of community projects at school which have led to increased engagement and learning. Students have also shared their learning with other schools and at Southern Cross University Environmental Day.	Community Grant Parents Tuntab Creek Landcare Southern Cross University Dorroughby Environmental Centre Local CouncilCommunity Grant (\$4000.00)
All Students showing positive behaviours for effective learning using the YCDI skills framework	Students collaboratively worked together to construct relevant learning experiences. Activities generated social situations that allowed students to make friendships beyond school and for heading into High School.The You Can Do It program has made a positive difference to all students. This has been supplemented with other programs to meet individual needs. This is an ongoing learning process as different situations arise..	Evidence-based learning programs,including Visible Learning Professional Development for staff.

Next Steps

- Evaluating our programs and directions with our community projects to ensure our future directions are meaningful for all stakeholders.
- Refining our enrichment focus for both staff and students in our professional learning days together as a Community of Schools with alignment to curriculum.
- Evaluating and readdressing well-being needs for 2017 students and staff

Strategic Direction 2

Dynamic Teaching and Learning

Purpose

To provide a meaningful and differentiated learning environment that engages all students in purposeful experiences so that they develop a life-long love of learning. To give students the knowledge, skills and attitudes they need to make a positive change to their future and to face the challenges of the 21st Century.

Overall summary of progress

Evidence-based strategies in conjunction with Visible Learning continues to be a strong focus. Students are moving in to an acknowledgement of the importance they play in their learning, using feedback to explain where to next. As students move further along in their learning challenges, they have begun reflection journals containing 'I Can' statements.

The use of technology for future learning is embedded in meaningful projects and curriculum areas. Professional learning will continue to be a continuum for teachers as both staff and students learn together

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieving their learning goals through the school's teaching and learning programs as measured by their external performance data, school based performance data and community survey results.	Students are able to verbally reflect on their learning including the 5 processes learners do to improve their learning. They are beginning to set goals that are achievable and discuss the strategies they can use or used to achieve these goals.	Visible Learning Data days with all staff (internal/external data) Professional development funds Computer resources
Qualitative measures indicate more evidence of student creativity, confidence, critical thinking, collaboration and communication.	Visible learning is a key focus in classes and students outcomes demonstrate a positive approach to learning.	Aboriginal background loading (\$2000.00) English language proficiency (\$400.00)
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of students using evidence-based teaching to ensure 21st Century capabilities.	The school has embedded a variety of 21st Century technology into its learning programs to provide meaningful learning experiences to develop deeper knowledge.	Professional development for teachers on Visible Learning and evidence-based programs SLSO and LaST (equity loading) Aboriginal background loading (\$3140.00) Low level adjustment for disability (\$1045.00)

Next Steps

- Evaluation of programs in place to ensure Dynamic Teaching and Learning is improving student outcomes.
- Professional development of staff aligned with evaluation from feedback, data and evaluation of the School Excellence Framework.

Strategic Direction 3

Aligning Systems for Achieving and Learning

Purpose

To enhance organisational practices and systems which enables students' learning outcomes to increase. To provide a curriculum that meets the diverse need of our students by engaging in professional learning that is evidence based.

Overall summary of progress

Aligning systems for achieving and learning has provided a major shift in meta– language for staff and students as all stakeholders invest in learning to better outcomes. It is a learning curve for students to reflect on their own learning and then apply strategies to move forward.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff using assessment data, collaborative feedback and reflection to ensure improvement for all students.	School measurement, assessment and reporting tools are shared through school planning and decision making	Professional development funds
School and national data using formative and summative measures indicate improvement in focus areas for all students	All staff using assessment data, collaborative feedback and reflection to ensure improvement for all students.	Professional development funds – data days, Visible learning
All students use goal setting to improve own learning	School and national data using formative and summative measures indicate improvement in focus areas for all students. Students using goal setting and reflection of own learning.	data curriculum evidence-based programs/reflection tools
All staff have a professional development plan to enhance own and students learning outcomes.	All staff have a professional development plan to enhance own and students learning outcomes. Staff are actively engaged in planning their own professional development to improve their performance. Staff access professional learning that enhances deeper understanding of the curriculum and ability to influence students' surface and deep learning	Equity funds Aboriginal background loading (\$2000.00) Socio-economic background (\$986.00)

Next Steps

- reassessing the impact on student outcomes to inform best practice
- involving parents into the process of student understanding and positive mindsets
- professional development refined in response to school survey on impact

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students demonstrating competencies in learning. Engagement and attendance levels are high. Students can discuss strategies to improve learning and respond positively to feedback.	SLSO LaST • Aboriginal background loading (\$5 139.86)
English language proficiency	Students can discuss strategies to improve learning and respond positively to feedback. Through internal and external data, discussions and feedback, students demonstrate continual learning and achievement in learning outcomes	Personal learning programs in place with individualised targeted learning occurring, including set programs LaST and SLSO support • English language proficiency (\$400.00)
Low level adjustment for disability	Students can discuss strategies to improve learning and respond positively to feedback. Through internal and external data, discussions and feedback, students demonstrate continual learning and achievement in learning outcomes	Personal learning programs in place with individualised targeted learning occurring, including set programs LaST and SLSO support • Low level adjustment for disability (\$1 000.00) • Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio-economic background	Students demonstrating improved learning outcomes in all Key Learning Areas. Students are able to reflect on their own learning, discuss strategies for improvement, showing knowledge of expected learning criteria.	SLSO and LaST teacher • Socio-economic background (\$985.86)
Community Project	This project is an ongoing one to embed sustainability in the local community and student cohort. Students have demonstrated and shared their knowledge with other schools, at Environmental Days at Southern Cross University and engaged with Tuntab Creek Landcare. A frog pond has been built on our site with Tuntab Creek Landcare.	NRMA Community funding Tuntab Creek Landcare • Community funded (\$2 500.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	3	3	5	5
Girls	8	9	7	9

Tuntabale Creek Public School has 14 students currently enrolled from Kindergarten to Year 6. The students are in one multi-stage roll class. 14% of our students come from ESL and Aboriginal backgrounds.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	100	88	77.3	87.1
1	92.1	100	86.7	96.8
2	92.1	89.7	100	91.4
3	92.1	94	89.8	100
4	96.1	97.8	91.1	94.8
5	89		96.7	93.2
6	93.3	94.6		96.8
All Years	93.2	93.1	90.8	93.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5		94	93.9
6	94.1	94.2		93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Regular attendance is a priority at Tuntabale Creek Public School. Attendance is monitored daily. Student absences are followed up by our School Administrative Manager by directly contacting parents if students are absent without explanation

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.2
Other Positions	0

*Full Time Equivalent

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

At Tuntabale Creek Public School we have one full time Teaching Principal and one Permanent/Part Time teacher one day per week. The school also utilises a variety of funding sources to provide students with high quality, engaging curriculum activities.

We currently employ a Learning Assisted Support Teacher, one day a week and a School Learning Support Officer two days a week. This allows all students to have support with learning across a range of curriculum areas.

We have a full time School Administrative Manager and a General Assistant who is employed one day a week.

The Australian Education Regulation, requires schools to report on Aboriginal composition of their workforce. No staff at Tuntabale Creek Public School identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Professional Learning at our school centres around the Strategic Directions in our School Plan. In 2016 staff members built leadership capacity through regular and strategically targeted professional interaction with colleagues from Community of Schools. This included new curriculum, visible learning, evidence-based

programs/projects, shared classrooms visits, technology to enhance student learning outcomes, effective strategies around 'What works best', School Excellence framework and specific professional learning needs raised from staff personal learning goals.

All staff undertook mandatory training as required by The Department of Education in Child Protection, Code of Conduct, Anaphylaxis, CPR and First Aid.

The cost of professional learning provided for all staff was approximately \$13,280

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	23 286.83
Global funds	45 001.44
Tied funds	30 646.39
School & community sources	5 212.95
Interest	499.06
Trust receipts	32.00
Canteen	0.00
Total income	104 678.67
Expenditure	
Teaching & learning	
Key learning areas	4 271.03
Excursions	6 587.82
Extracurricular dissections	1 460.04
Library	0.00
Training & development	1 193.44
Tied funds	28 296.51
Short term relief	6 460.48
Administration & office	21 994.35
School-operated canteen	0.00
Utilities	6 851.23
Maintenance	3 890.39
Trust accounts	-47.00
Capital programs	0.00
Total expenditure	80 958.29
Balance carried forward	23 720.38

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

As a school with small student cohorts in Year 3 and 5, we are mindful of privacy and personal information

policies. Therefore, the My School website is to be referred to for detailed information on Literacy and Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school used the School Excellence Framework as a survey tool.

Students feel positive towards setting goals, reviewing achievements and reflections in response to feedback on their learning. They particularly enjoyed the 3-way conference they led for parent/ teacher interviews.

Students feel that teachers understand their learning needs and support them well in their learning.

Parents strongly agree that the school has involved all staff, students and parents in decisions about the schools purpose. and that the school is always looking for ways to improve what it does. They feel we have productive relationships with external agencies, such as universities and community organisations to improve educational opportunities for students. Parents also feel that the school has high expectations for their students, provide activities that are interesting, appropriate and respond to the needs of students. Parents found the student-led conferences very positive and informative, especially the student reflections on their learning.

Teachers have acknowledged that the alignment of staff processes and school systems for collecting, analysing and reporting on school and external data has enhanced their professional understanding of students and how they learn. Using the strategies from Visible learning around student feedback and reflection demonstrates improvement in student learning. Staff feel valued by the clear processes used to evaluate and review effective implementation of the the school plan. Teachers work together to improve teaching and learning at school and across the Community of Schools.

Policy requirements

Aboriginal education

Aboriginal Education is highly valued at Tuntabale Creek Public School. Aboriginal studies, including language, is integrated meaningfully across the curriculum.

Multicultural and anti-racism education

All students at Tuntabale Creek undertake significant learning opportunities in all Key Learning Areas with the issues and complexities of multicultural education and racism. As a community, we have a mix of cultural backgrounds and seek to instill quality relationships to ensure students have a positive impact both now and for future generations.